EDU 221

Spring 2013

Curriculum Instruction Assessment (CIA)

MI Reflections – Chapter 4

Chapter 3, of *Multiple Intelligences in the Classroom*, advocates the importance for teachers to identify the multiple intelligences of their students. One of the ways they suggest going about this is by asking the students themselves. This is where Chapter 4 leads off. Despite its seeming complexity, the authors encourage teachers to teach students the essentials of MI theory in order for students to begin using the MI vocabulary when describing how they learn. Armstrong details a “Five-Minute Introduction to MI theory” as the first step in acquainting students (even those as young as six or seven) with MI concepts. One key idea presented in the text is to ensure that the discussion ask questions that foster inclusion. Naturally one session is not going sufficiently explain MI theory. As such, the author presents suggestions for activities to encourage continued investigation and reflection. These include, field trips that focus on one particular intelligence at a time (e.g. the library), creating biographies for individuals who have been identified as having an aptitude for a particular intelligence, and experiential activities based on each one of the eight intelligences.

Although I have only recently been exposed to the idea of multiple intelligences, I can already see a change in perspective developing in the way I view my learning. It seems to me, then, that if we encourage our students to think about the way they learn this can only benefit us as educators, and help facilitate our development as responsive teachers. Although I plan to teach math, this definitely seems to me like a great first week activity, and will definitely support the use of journaling in my classroom.